



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

- (a) Review words marked in former lessons.
- (b) Recall and keep in mind the historical setting of the text, the situation or point reached in the narrative or argument and, if possible, anticipate what would naturally follow.
- (c) Review the preceding lesson or lessons, reading the Latin aloud and getting the thought without translation, if possible.
- (d) Read the advance Latin aloud, pronouncing each word distinctly, grouping the words, observing carefully the forms of the words to determine their grammatical relations and meanings. Do your very best to carry the thought as you read and to picture in your mind what is being described.
- (e) If the meaning be not clear, take up the text as it comes, word by word and phrase by phrase, and try to determine the meaning of each word in itself and in its relations to the rest of the sentence. Start with the primary idea of the word as suggested often by some cognate word in English or Latin and pass from the primary or general idea of the word to its inflectional and context meaning. Don't look up a form or the meaning of a word unless it is absolutely necessary; then do it thoroughly and mark the word for review. Note very carefully all constructions, phrases and idioms. If the thought still be not clear, repeat the whole process. Every sentence presents a problem—to find out what it states about the subject. If it be a difficult sentence, many hypotheses may have to be proposed, examined, and rejected before the right one is hit upon and the meaning revealed.
- (f) Translate into clear, idiomatic English.
- (g) Ponder the passage—its literary form, its thought, its historical significance.
- (h) Read the Latin aloud for interpretation and expression.

Finally, what is the purpose of the recitation?

The purpose of the recitation is to learn as much Latin and to get as much good as possible. To accomplish this end you must give the most sympathetic attention. Whatever you would not do if you were the only student in the class, or whatever if done by all would defeat the purpose of the recitation is wrong: don't do it. To become interested in Latin act, study as if interested.

SAN FERNANDEZ, CALIFORNIA.

T. B. GLASS.

REVIEWS

Aperçu d'une histoire de la langue grecque. Par A. Meillet. Paris: Hachette et Cie (1913). Pp. xvi + 368.

M. Meillet devotes 250 pages to the history of the Greek language up to the close of the classical period, about 100 pages to the Alexandrian and Roman periods, and 11 pages to Byzantine and Modern Greek. Such a division of space does not, of course, reflect either the relative linguistic importance of the several epochs or the state of our knowledge. It does, however, fairly

represent the interest of students of classical Greek, and for such the book is intended. The first 250 pages, then, cover about the same ground as Hoffmann's *Geschichte der griechischen Sprache*, I, *Bis zum Ausgange der klassischen Zeit* (Leipzig, 1911), which was reviewed in *THE CLASSICAL WEEKLY* 6. 21-22.

The salient feature of the new book is its caution. Here, as in his other published works, Meillet usually ignores even the most brilliant hypotheses if they happen to be unverifiable. "The ingenuity", he says (page 18), "often very great, which has been used in explaining the prehistoric innovations of Greek as of the other Indo-European languages has in many cases been spent quite in vain". Of etymologies he remarks (59) that for every one that is sure the etymological dictionaries offer more than ten that are doubtful. He is as certain as Hoffmann is that a considerable part of the Greek vocabulary was borrowed from the previous inhabitants of the Aegean lands, but he distrusts the efforts which have been made by Fick and others to distinguish between Pelasgians, Leleges, etc., and to trace the successive waves of the Greek invasion. Hoffmann's book contains an account of *The Conquest of the Balkan Peninsula by the Greek Language*, while Meillet contents himself with a chapter on Greek and the Neighboring Languages.

It must not be supposed, however, that such cool-headed scholarship has nothing of interest to offer. When one withdraws attention from the various hypotheses that have been formed in regard to the development of the Homeric dialect and fixes his attention upon that dialect itself, he sees that after the Ionic and the Aeolic elements the next most important feature of Homer's language is the employment of words, such as *οἰ(φ)ος*, *αἰσα*, *αἰσιμος*, *(φ)ἄντης*, which seem to be at home only in Arcadian, Cyprian, and Pamphylian, that is, in the Achaean dialects. Meillet's tentative suggestion (193 f.) is that perhaps the Aeolians learned to compose epic poetry from the Achaeans much as the Ionians afterwards learned from them. With characteristic moderation Meillet draws no inferences from this tracing of the Greek epic to the people who probably occupied Argos and Mycenae at about the beginning of the second millenium before Christ—to about the place and time, that is, of the traditional empire of Agamemnon.

Equally mild in expression but radical in essence is the demonstration (203-256) that one of the most familiar generalizations of our handbooks is 'exaggerated'. Instead of saying that the various types of Greek literature hold fast the dialect in which they were originally composed, we ought rather to say that Greek writers used their own dialects or the dialects of their auditors except when they chose a 'common' dialect such as the Ionic of the sixth and fifth centuries or the Attic of the fourth or when an exalted or religious theme called for an exalted—that is, unfamiliar—style. In other words, we have been wrong in charging the Greeks with a stupid and inartistic bit of pedantry.

Other discussions of especial interest and value concern Indo-European verse and the Greek lyric measures (150 ff.), the dialect of the choral lyric (214 ff.), the loss of the primitive rhythm in the *κοινή* (295 ff.), and the formation of a new *κοινή* in recent years (360 ff.).

The press-work is not of the best, but most of the misprints will be easily corrected by every reader.

COLUMBIA UNIVERSITY.

E. H. STURTEVANT.

The Quinquennales: An Historical Study. By Ralph Van Deman Magoffin. Baltimore: The John Hopkins Press (1913). The Johns Hopkins University Studies in Historical and Political Science, Series xxxi, No. 4. Pp. 50. 50 cents.

The visitor to Pompeii and Ostia, if he has epigraphic inclinations, will remember that he saw many honorary inscriptions containing the abbreviated title, QVINQ, or Q. Q., that is *quinquennalis*, and very likely has pondered upon what the exact functions of this office were, for how long a time the office was held, who were eligible, and whether it was an elective or an appointive office. These and similar questions are answered, so far as they can be answered at present, in Dr. Magoffin's interesting monograph.

The literary evidence is meager; on the other hand the evidence of inscriptions is extensive, as might be expected. Dr. Magoffin finds recorded the names of 937 *quinquennales*, mostly in inscriptions and on coins, but this number includes also *quinquennales* of *collegia* and non-political bodies. Many of the general conclusions reached by the author will be found stated by Marquardt in his *Römische Staatsverwaltung* and elsewhere, but a detailed investigation of every available bit of evidence now makes possible a better classification of these officers and a clearer understanding of their administrative status.

In brief, the *quinquennales* were the municipal censors and "performed the same functions for many of the Roman colonies and municipalities as those exercised by the censors at Rome". The censors differed from the *quinquennales* in certain respects, for example, in the manner of election, the length of tenure of office, and in the eponymous character of the one and not of the other. They were like them in respect to their main functions and in the interval of time that elapsed between elections.

The constructive part of the monograph is devoted to the *quinquennales* as political officials in the municipalities, and dismisses with a few words the officials of this name who acted in a non-political capacity. It is not possible with present evidence to determine who was the first *quinquennalis*, or where or in what year he first served. It is possible that at first the word *quinquennalis* was an adjective; later, it gradually took on the character of an official title. There are only 17 instances of the use of the title in inscriptions during the Republic; only six of these are earlier than 45 B. C., and in the *Lex Iulia Municipalis* of that year

the word does not occur. It is suggested that Sulla legalized the term in the *coloniae* which he himself founded. It is only after the beginning of the Empire that the titles *quattuorviri quinquennales* or simply *quinquennales* appear; in the earlier period the title *duoviri quinquennales* is consistently employed. The evidence further seems to show that the great majority of these officials had previously held other offices in their municipalities, that is, that the office was a part of the municipal *cursus honorum*. Moreover, while most *quinquennales* were citizens of the town in which they held office, there were exceptions to the rule. The holding of this office was not limited to one term; in certain instances it was held twice or even three and four times.

The functions of the *quinquennales* were in general similar to those of the censors at Rome. Individual cases show that they approved the expenditure of public funds, superintended repairs on roads and aqueducts and built at private expense an amphitheater, a bath, and a porticus. The question whether the *quinquennalis* was elected or appointed is fully discussed. Mommsen believed that the office was elective and laid particular stress on the well known election notices of Pompeii as proof of his contention, but there is also indubitable evidence that in many cases the *quinquennalis* owed his office to appointment.

References to sources are fully given in footnotes and the whole is an important contribution to our knowledge of Roman municipal politics.

SWARTHMORE COLLEGE.

WALTER DENNISON.

In THE CLASSICAL WEEKLY 7.113-114 there was an account of the *Epitome Thesauri Latini*, which promised to be a valuable addition to the equipment of the teacher of Latin. Early in the summer notice was received from the publishers that, for a variety of reasons, it had been found necessary to abandon the project for the present.

THE LATIN LEAGUE OF WISCONSIN COLLEGES

In THE CLASSICAL WEEKLY 7.14 there was an account of The Latin League of Wisconsin Colleges, and of the fund of \$5,000 raised by the League for the establishment of a prize open to annual competition by all students of the six Colleges that compose the League. The winner receives a cash prize of \$250. Three medals also are awarded, in gold, silver, and bronze. At the first contest, held in April, 1913, first prize was won by a student of Milwaukee-Downer College. The trophy cup for the College making the best showing was awarded to Lawrence College, at Appleton, Wisconsin.

The second set of examinations for these awards was held on May 8 last. In the morning there was an examination, lasting an hour and a half, in the writing of Latin; in the afternoon there was an exami-